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ABSTRACT

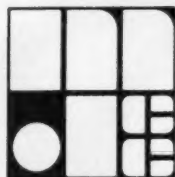
In keeping with its commitment to equity in education and the maintenance of academic standards, Miami-Dade Community College (MDCC) instituted an Academic Alert and Advisement System (AAAS) to inform students halfway into the term about their progress and to provide them with appropriate academic advisement. Students receive information on their academic performance and attendance through the Response System with Variable Prescriptions (RSVP), a computer system which is capable of generating 26,878 different letters based on information provided by instructors and on other student information, such as credit load and previous performance. The system can provide information to 40,000 students within the span of a week. Responses to the system have been favorable. A random telephone poll of students indicated that 93% of the students appreciated the individualized attention provided by the system and recommended that it be continued. Faculty support for the system is evidenced by the completion of the midterm progress rolls regularly by 95% of the 3,000 staff members and by survey results showing that 88% of the faculty thought AAAS should be continued. This paper includes support letters from MDCC faculty and sample letters to students indicating their progress. Appendices provide statistics on AAAS for winter 1981-82, including progress roll statistics by campus, comparative data on student progress in 1978-82, and data on special messages sent to students. (HB)

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PROMISES TO KEEP . . . ACADEMIC ALERT AND ADVISEMENT

by
Kamala Anandam
Director
Computer-Based Instructional Development and Research



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JC 820 190

**Miami-Dade Community College
11011 S.W. 104 Street
Miami, Florida 33176**

May 1981

PROMISES TO KEEP . . .

ACADEMIC ALERT AND ADVISEMENT

by
Kamola Anandam
Director

Computer-Based Instructional Development and Research
Miami-Dade Community College

Introduction

In the past decade, institutions of higher education in the United States have experienced the impact of external forces, political and social, that have caused some serious dilemmas. In the face of shrinking clientele, diminishing finances, and declining public confidence, the dilemmas involve debates about selective vs. open-door admission, enrollment vs. retention of students, traditional vs. non-traditional education, and education for all vs. education for each. The pendulum swings from one end of the continuum to the other as institutions adjust strategies in order to ensure their continued existence amidst the financial constraints. It is ironic, indeed, that the present economic crunch has shifted the focus of institutions from excellence to survival, because it is the emphasis on quality and integrity that is more likely to preempt an institutional catastrophe.

Survival strategies tend to be crisis oriented, to focus on momentary goals, and to inhibit visionary planning. Growth strategies promoting excellence, on the other hand, prompt long range goals and capitalize on preventive measures. Despite the excruciating circumstances under which Florida community colleges function, Miami-Dade Community College has chosen to take the less-traveled road in anticipation that quality will prevail. Our banner "Promises to Keep . . ." will perhaps help us and others to find a way to ensure **equity with quality**. Will the open door open wider to attract more students? Or will the revolving door revolve faster and lose students as fast as (or faster than) they come? Time alone can answer these questions more fully. Meanwhile, there is indication that we are on the right track.

Background

The advent of the Standards of Academic Progress was the critical event that changed the course of our direction. If the Standards of Academic Progress were to stamp the students with a seal of approval at the end of a term based on their credits and grades earned, surely a way would have to be found to alert the students halfway into the term about their progress and advise them accordingly; so felt Miami-Dade's faculty senate, and so was it done. Of course, drawing up a policy for academic standards and working out methods to implement those standards represent one side of the coin, merely an administrative responsibility, albeit an enormous one. The other side of the coin—a horrendous task encompassing preventive measures to alert the students about impending problems and help them correct the situation—stands for the moral obligation of the institution to its students. The institutional expression of its moral obligation was the initiation of the computerized system of Academic Alert and Advisement. It is truly institutional because administrators, faculty members, advisors, and support personnel are equally and jointly involved in

making this system a viable tool to reach **all** students enrolled for credit at Miami-Dade.

Description

This is how the system works. At midterm, **all** faculty members, full-time and part-time, provide information on two questions: how is the student performing ("satisfactory," "not satisfactory," or, in the case of independent study courses, "can't tell")? and how well does the student attend classes ("satisfactory," "not satisfactory," or "does not apply")? This information—combined with other student information such as credit load, previous performance, ethnic affiliation, native language, age, basic skills test scores, etc. extracted from the college registration system—provides a computer data-base to generate highly personalized reports to approximately 40,000 students enrolled at Miami-Dade. While the existing computer files for registration, transcripts, and test scores provide the information, a sophisticated computer system called RSVP (**R**esponse **S**ystem with **V**ariable **P**rescriptions) is used to personalize the alert and advisement messages. There are, in all, 150 different messages written for each of the four campuses. Out of this pool, RSVP selects the appropriate messages according to decision rules programmed into the system. The possible combinations of the messages for students' letters add up to 26,878. In other words, the system can generate 26,878 unique letters if students' information is equally unique.

Beginning with 9,706 students who entered Miami-Dade in Fall, 1978-79, the system was expanded to include **all** students in Fall, 1980-81. Contrary to the common contention that reliance on computers is antithetical to the human aspects of academic advisement, Miami-Dade is demonstrating that the essential elements of human intervention can be enhanced through computer-based support systems. For instance, if the advisors in our institution were to meet with each of the 40,000 students and provide them all with the specific information contained in the RSVP letters (see samples at the back) on an individualized basis, it would take them 31 working days to meet with **all** the students, provided that: 1) the advisors dedicated **all** their working hours to this task; 2) they gave 15 minutes per student; 3) they had a miraculous way of scheduling the students every 15 minutes, and 4) every student kept his/her schedule. With our computerized system, the task is accomplished within a span of a week. In addition, the campus personnel receive comprehensive statistics (prior to the letters being printed) about how many students will fall into different categories of progress (such as "satisfactory in all courses," "improvement needed in all courses," "improvement needed in some courses," "there is no information," etc.) and how many students will be referred to basic skills labs or other support service units.

Quite naturally, the question of the impact of this system will be raised in different quarters, and the intent of the question will vary from one group of individuals to another. We can speak of what we have found.

Students' Perspective

The individualized letters, although printed by a computer, are perceived by the students as very personal and helpful. In a random telephone poll, which registered a 90 percent "hit" rate, 93 percent of the students expressed their appreciation for the individual attention being given to them through these letters and recommended that the system be continued.* Over the period of three years, the percentage of students performing satisfactorily at the middle of a term has increased from 45 to 52 percent. While this statistic cannot be claimed as evidence for the effectiveness of the Academic Alert and Advisement system *per se*, it does point to the overall goal of the system to prompt the students to perform better by alerting them early enough to be useful. If more and more students improve their performance halfway into the term, the chances are greater for their end-of-term grades to be better, thus avoiding possible penalties under the Standards of Academic Progress. This is particularly true as students continue their enrollment at Miami-Dade. For instance, 86 percent of the students who were alerted to improve their performance at the middle of the term met the required academic standards at the end of the term, in contrast to only 76 percent of those students who were not provided with any information about their progress halfway into the term.

Faculty and Advisors' Perspective

The response from the faculty members has been very favorable, as indicated by the fact that approximately 95 percent of some 3,000 instructional staff complete the midterm progress rolls every term. In a collegewide survey at the end of the first term, 88 percent of the faculty members indicated that the Academic Alert and Advisement should be continued. What their reactions are after three years is best described by the campus representatives for this system.

Our students at the Medical Center Campus are very responsive to their Academic Alert letters—as evidenced by the increasing activity in Advisement Services after students begin receiving their letters. Some of the feedback we hear is that students appreciate having midterm reports about their progress, especially as there is ample time for improvement to be made, if necessary, and that students appreciate mention of their overall academic progress as a reminder of their achievements.

Medical Center Campus faculty are aware that the success of this system is

largely dependent upon their input and have consistently supported this program since its inception by supplying the needed information for each of their students.

Advisors have found that the Academic Alert System is most helpful in informing students of where they can receive assistance and in reminding them of what must be accomplished prior to the next registration.

Ms. Karen Hays, Chairperson
Advisement Services
Medical Center Campus

The Academic Alert System on South Campus has been very meaningful to faculty, students, and the advisement staff in the Career Planning and Advisement Division. In the Fall Term (1980-81), 98% of the faculty returned the classrolls as required. These faculty members provided information on the midterm progress of 15,544 students, or 96% of the 16,252 students who received letters. Faculty members at South Campus are urged to provide as complete a progress report as possible. Information is sent out to them in a memo early in the term and their Associate Dean receives information on their responses.

Individual faculty members have reported that students, especially those whose progress needs improvement, have responded well to this system. During Fall Term, many students called or wrote to thank the College or the Director of Career Planning and Advisement and to express their appreciation of the fact that someone cared about their progress. Others did not agree with the report and wanted to voice their sentiments. Even some parents called out of concern for the progress of their son or daughter.

Because this letter was signed by the Division of Career Planning and Advisement, the students during the Fall Term made inquiries to this South Campus office. All the inquiries made to Career Planning and Advisement by approximately 650 students were followed up by telephone, mail, or if necessary, appointments. The students also were referred to their instructors to discuss their progress. Students who came to the office were given advisement for the next term based on the information provided in their letter.

Ms. Barbara Krantz, Director
Career Planning and
Advisement
South Campus

*This survey was conducted by Dr. John Zeien, Assistant Dean of Student Services at South Campus.

Communicating each term with all of our students, on an individualized basis with personalized information, has to be the impossible dream, right? Well, I thought so at one time, but I have seen it develop from the beginning into a successful reality.

Letters to students written by a counselor or a dean exhorting them to try harder are not new, but letters in which academic progress and attendance problems for each course are identified for each student must be a giant step in the right direction. The Academic Alert program provides students with not only this information, but much more in the way of personalized assistance. A real benefit also is the timing of the letter: it comes to the student when the help is still usable, at the end of the first 6 weeks of the term when problems can be solved.

I was excited at the prospect of such a tool for helping students when the idea was first explained to me. Now that it is a reality and working well, I see it as even more effective than I had expected. All comments

from students and faculty alike have been supportive and reflect the usefulness of the program.

Mr. John Miller, Chairperson
Academic Advisement
North Campus

Academic Alert is an integral part of an advisement system and has two basic objectives: 1) provide students with information on their progress partway through the semester and 2) assist them in their advisement process for the upcoming semester.

The interesting aspect of this system is that it is possible to give positive reinforcement to more students who are progressing satisfactorily, while others are being alerted to certain deficiencies that may lead to academic difficulty at the College.

Mr. Edward Duffy
Coordinator of Academic
Advisement and Counseling
New World Center Campus

In the final analysis, any system is as good as the people who use it. In the case of the Academic Alert System, the credit for effectiveness will rest more heavily

on the faculty than the computer system. Therein lies the challenge and the hope for continued improvement of the academic environment at Miami-Dade Community College.

MIAMI-DADE COMMUNITY COLLEGE
NEW WORLD CENTER CAMPUS
300 N.E. 2ND AVENUE
MIAMI, FLORIDA 33132

MAR. 3, 1981

STUDENT'S NAME
AND ADDRESS ARE
INTENTIONALLY REMOVED

DEAR STUDENT:

I AM PLEASED TO SEE THAT YOU ENROLLED AT MIAMI-DADE NEW WORLD CENTER THIS SEMESTER. HOWEVER, BECAUSE YOU REGISTERED FOR 18 CREDITS BUT EARNED ONLY 0 AT THE END OF YOUR LAST SEMESTER OF ATTENDANCE, YOU HAVE BEEN PLACED ON ACADEMIC PROBATION. THIS MEANS THAT YOU WILL BE LIMITED IN THE NUMBER OF CREDITS YOU CAN REGISTER FOR AND THAT YOU NEED TO SELECT YOUR COURSES CAREFULLY TO AVOID ANY FURTHER WITHDRAWALS.

CURRENTLY, YOU ARE ENROLLED IN 4 COURSE(S) FOR 12 CREDIT(S). AT LEAST ONE OF YOUR INSTRUCTORS HAS REPORTED THAT YOUR ACADEMIC WORK IS SATISFACTORY BUT YOUR ATTENDANCE NEEDS IMPROVEMENT. AT THE SAME TIME, AT LEAST ONE OF YOUR INSTRUCTORS HAS NOT REPORTED ANY INFORMATION ON YOUR PERFORMANCE. WE STRONGLY URGE YOU TO DISCUSS YOUR PROGRESS WITH YOUR INSTRUCTOR(S).

PROGRESS IS SATISFACTORY IN: AVM2512 PUR1000
NO INFORMATION IS AVAILABLE ABOUT YOUR PROGRESS IN: AVM1022 BUL2111
ATTENDANCE IS SATISFACTORY IN: AVM2512 BUL2111 PUR1000
ATTENDANCE NEEDS IMPROVEMENT IN: AVM1022

THE NUMBER OF CREDITS YOU ARE CURRENTLY CARRYING EXCEEDS THE CREDIT LIMITATION IMPOSED BY THE COLLEGE. ALTHOUGH I ENCOURAGE YOU TO COMPLETE ALL OF YOUR COURSES SATISFACTORILY THIS TERM, YOU MAY BE HURTING YOURSELF BY TAKING TOO MANY COURSES. IT IS OUR EXPERIENCE THAT STUDENTS WHO FOLLOW CREDIT LIMITATIONS CAN IMPROVE THEIR ACADEMIC STANDARDS.

SINCE YOU ARE ON ACADEMIC PROBATION, YOU WILL NEED TO SEE A COUNSELOR IN ROOM 1640 BEFORE YOU CAN REGISTER AGAIN. YOU NEED TO BE VERY CAREFUL IN YOUR COURSE SELECTION AND BE SURE YOU DISCUSS YOUR ACADEMIC DIFFICULTIES WITH YOUR COUNSELOR. YOU WILL BE LIMITED TO 9 CREDITS IN FALL AND WINTER AND 3 CREDITS IN SPRING AND SUMMER UNTIL YOU IMPROVE YOUR ACADEMIC STANDING. WE HAVE MANY SERVICES TO HELP YOU, AND TOGETHER WE CAN COME UP WITH WAYS TO IMPROVE YOUR ACADEMIC PERFORMANCE.

IN CLOSING, ARSHAD, LET ME SAY THAT YOU AND I SHARE THE BASIC GOAL OF MAKING YOUR COLLEGE EXPERIENCE AS REWARDING AS POSSIBLE. THIS LETTER, WITH ITS ANALYSIS AND RECOMMENDATIONS, REFLECTS MY CONTINUING INTEREST IN SUPPORTING YOU IN THE ACHIEVEMENT OF YOUR GOALS. PLEASE BRING THIS LETTER WITH YOU THE NEXT TIME YOU MEET WITH YOUR FACULTY ADVISOR OR YOUR ACADEMIC SUPPORT SERVICES COUNSELOR. BEST WISHES FOR SUCCESS IN THE FUTURE.

SINCERELY,
CASTELL BRYANT
DIVISION OF ACADEMIC SUPPORT SERVICES

MIAMI-DADE COMMUNITY COLLEGE
SOUTH CAMPUS
11011 S.W. 104 STREET
MIAMI, FLORIDA 33176

MAR. 3, 1981

STUDENT'S NAME
AND ADDRESS ARE
INTENTIONALLY REMOVED

DEAR STUDENT:

IT'S GOOD TO HAVE YOU BACK AT MIAMI-DADE SOUTH. I HOPE THAT THE INFORMATION PROVIDED IN THIS LETTER WILL HELP YOU SUCCESSFULLY COMPLETE YOUR COURSES AND REGISTER FOR AN APPROPRIATE SCHEDULE FOR NEXT TERM. ALTHOUGH WE DO NOT SEND A PROGRESS REPORT DURING SPRING OR SUMMER TERMS, YOU SHOULD KNOW THAT YOU WILL RECEIVE AN ACADEMIC ALERT LETTER DURING BOTH FALL AND WINTER TERMS.

AMY, YOUR GRADE-POINT AVERAGE OF 2.79 INDICATES SUCCESSFUL WORK. I AM ENCOURAGED BY YOUR DEMONSTRATION OF ACADEMIC ACHIEVEMENT.

YOUR INSTRUCTORS REPORT THAT YOUR ACADEMIC PROGRESS AND ATTENDANCE SO FAR HAS BEEN SATISFACTORY. CONGRATULATIONS--I HOPE THAT YOU ARE BUILDING ON THIS GOOD START.

REGISTRATION FOR THE NEXT TERM WILL BEGIN ON MARCH 30TH. IT IS TIME TO PLAN YOUR CLASS SCHEDULE FOR NEXT TERM. ALTHOUGH YOU INDICATED THIS TERM THAT YOU ARE NOT A DEGREE-SEEKING STUDENT, YOU MAY WANT TO DISCUSS YOUR COURSE SELECTION WITH AN ADVISOR. COME TO CAREER PLANNING AND ADVISEMENT, ROOM 3113, TELEPHONE 596-1125, FOR ASSISTANCE, IF YOU WANT TO CONSIDER THE POSSIBILITY OF SWITCHING TO A DEGREE OR CERTIFICATE PROGRAM. OR, IF YOU WISH HELP BY DEPARTMENTAL ADVISORS, PICK UP AN ADVISEMENT LOCATION LIST IN ROOM 3113, OR TELEPHONE 596-1125. SINCE YOU HAVE ALREADY EARNED THIRTY OR MORE CREDITS, YOU ARE ENCOURAGED TO REVIEW DEGREE REQUIREMENTS WITH THE CAREER PLANNING AND ADVISEMENT STAFF, ROOM 3113, TELEPHONE 596-1125, BEFORE YOUR NEXT REGISTRATION.

KEEP THIS LETTER TO BRING WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
BARBARA M. KRANTZ
DIRECTOR, CAREER PLANNING AND ADVISEMENT

STUDENT ID REMOVED

MIAMI-DADE COMMUNITY COLLEGE
SOUTH CAMPUS
11011 S.W. 104 STREET
MIAMI, FLORIDA 33176

MAR. 3, 1981

STUDENT'S NAME
AND ADDRESS ARE
INTENTIONALLY REMOVED

DEAR STUDENT:

WELCOME TO MIAMI-DADE SOUTH. SINCE THIS IS YOUR FIRST SEMESTER AT SOUTH CAMPUS, I HOPE THAT YOU ARE NOW INVOLVED IN OUR COLLEGE AND ARE READY FOR AN ACADEMIC PROGRESS REPORT. THE FOLLOWING REPORT WILL ALERT YOU TO HOW YOU ARE PROGRESSING THIS TERM AND HELP YOU MAKE DECISIONS ABOUT YOUR PROGRAM OF STUDY.

SO FAR AT LEAST ONE OF YOUR INSTRUCTORS HAS REPORTED THAT YOUR ACADEMIC WORK NEEDS TO IMPROVE (SEE LIST BELOW). YOU SHOULD DISCUSS YOUR COURSE PROGRESS WITH YOUR INSTRUCTOR. YOUR PROBLEM MAY BE ALSO CAUSED BY YOUR ENROLLMENT IN TOO MANY COURSES. YOU MAY WANT TO CONSIDER GETTING ADDITIONAL HELP, LIMITING YOUR OUTSIDE ACTIVITIES, OR PLANNING ADDITIONAL STUDY TIME. IT HAS BEEN NOTED THAT YOUR ATTENDANCE NEEDS IMPROVEMENT. YOU SHOULD TRY TO GO TO ALL CLASSES AS SCHEDULED. PLEASE DISCUSS YOUR ATTENDANCE WITH YOUR INSTRUCTORS.

IMPROVEMENT IS NEEDED IN YOUR PERFORMANCE AND ATTENDANCE IN: SSI1011

KEEP THIS LETTER TO BRING WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
BARBARA M. KRANTZ
DIRECTOR, CAREER PLANNING AND ADVISEMENT

STUDENT ID REMOVED



ACADEMIC ALERT AND ADVISEMENT

Statistics for the Winter Term, 1981-82

Academic Alert and Adviseement Committee

Kamala Anandam - District (Chairperson)
Karen Hays - South Campus
Ed Duffy - New World Center Campus
John Miller - North Campus
Kathleen Merrill - Medical Center Campus

Statistics Compiled by:

Eileen DeGregorio

Division of Computer-Based Instructional Development and Research

MIAMI-DADE COMMUNITY COLLEGE

11011 S.W. 104 Street

Miami, Florida 33176

February 1982

Miami-Dade Community College
RSVP Academic Alert and Advisement

PROGRESS ROLL STATISTICS

	<u>NC</u>	<u>SC</u>	<u>NWCC</u>	<u>MCC</u>	<u>Total</u>
Number of Progress Rolls Printed	<u>1700</u>	<u>1817</u>	<u>845</u>	<u>292</u>	<u>4654</u>
Number of Progress Rolls Returned	<u>1650</u>	<u>1805</u>	<u>827</u>	<u>291</u>	<u>4573</u>
% of Returns	<u>97%</u>	<u>99%</u>	<u>98%</u>	<u>100%</u>	<u>98%</u>

Note: The statistics on the following pages include paid and non-paid students.

TABLE I

All Students

	<u>1978-79</u>		<u>1979-80</u>		<u>1980-81</u>		<u>1981-82</u>	
	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>
Number of students registered for credit	10,539	16,142	24,117	26,199	41,926	40,569	40,747	39,711
Number of students included in mid-term evaluation*	9,706	16,005	23,704	25,800	38,953	38,603	38,847	37,550
Students with satisfactory progress**	40%	45%	47%	50%	50%	52%	52%	53%
Students needing improvement	43%	40%	37%	36%	34%	38%	39%	42%
Students with no information	17%	15%	16%	14%	16%	10%	9%	5%
Students with poor attendance	31%	34%	30%	28%	23%	31%	28%	30%

*Percentages are computed for students enrolled in courses that were valid for evaluation half-way into the term. This excludes credit by exam, credit for life experience, Open College, and short term courses.

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Note: From Fall 1978-79 to Winter 1979-80, RSVP Academic Alert letters were mailed out to students who joined M-DCC in Fall 1978 or later. Beginning with Fall 1980-81, RSVP Academic Alert letters were mailed out to all students regardless of when they joined M-DCC.

TABLE II

New Students

	<u>1978-79</u>		<u>1979-80</u>		<u>1980-81</u>		<u>1981-82</u>	
	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>
Number of students registered for credit	10,539	8,187	11,983	7,922	12,976	7,846	11,470	6,706
Number of students included in mid-term evaluation*	9,706	8,084	11,901	7,720	11,699	6,987	10,718	5,873
Students with satisfactory progress	40%	46%	48%	44%	45%	48%	50%	53%
Students needing improvement	43%	33%	35%	26%	34%	29%	37%	37%
Students with no information	17%	21%	17%	30%	21%	23%	13%	10%
Students with poor attendance	31%	29%	25%	22%	23%	28%	28%	29%

*Percentages are computed for students enrolled in courses that were valid for evaluation half-way into the term. This excludes credit by exam, credit for life experience, Open College, and short term courses.

Note: From Fall 1978-79 to Winter 1979-80, RSVP Academic Alert letters were mailed out to students who joined M-DCC in Fall 1978 or later. Beginning with Fall 1980-81, RSVP Academic Alert letters were mailed out to all students regardless of when they joined M-DCC.

TABLE III

Continuing Students

	<u>1978-79</u>		<u>1979-80</u>		<u>1980-81</u>		<u>1981-82</u>	
	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>	<u>Fall</u>	<u>Winter</u>
Number of students registered for credit	-	7,955	12,134	18,277	28,950	32,723	29,277	33,005
Number of students included in mid-term evaluation*	-	7,921	11,803	17,080	27,254	31,616	28,129	31,677
Students with satisfactory progress	-	45%	47%	52%	52%	53%	53%	52%
Students needing improvement	-	49%	39%	40%	35%	40%	39%	43%
Students with no information	-	6%	14%	8%	13%	7%	8%	4%
Students with poor attendance	-	38%	28%	31%	24%	32%	28%	30%

*Percentages are computed for students enrolled in courses that were valid for evaluation half-way into the term. This excludes credit by exam, credit for life experience, Open College, and short term courses.

Note: From Fall 1978-79 to Winter 1979-80, RSVP Academic Alert letters were mailed out to students who joined M-DCC in Fall 1978 or later. Beginning with Fall 1980-81, RSVP Academic Alert letters were mailed out to all students regardless of when they joined M-DCC.

Miami-Dade Community College
RSVP - Academic Alert and Advisement

<u>NEW STUDENTS</u>	<u>NC</u>	<u>SC</u>	<u>NWCC</u>	<u>MCC</u>	<u>Total</u>	<u>% of Total Number of Students</u>
Number of Students	<u>2507</u>	<u>2428</u>	<u>1430</u>	<u>341</u>	<u>6706</u>	
<u>MIDTERM PROGRESS</u>						
Satisfactory in All Courses	<u>928</u>	<u>1161</u>	<u>487</u>	<u>97</u>	<u>2673</u>	<u>40%</u>
Satisfactory in Courses Reported	<u>234</u>	<u>130</u>	<u>80</u>	<u>15</u>	<u>459</u>	<u>7%</u>
Improvement Needed	<u>689</u>	<u>870</u>	<u>520</u>	<u>95</u>	<u>2174</u>	<u>32%</u>
No Information	<u>307</u>	<u>113</u>	<u>129</u>	<u>18</u>	<u>567</u>	<u>8%</u>
<u>ATTENDANCE</u>						
Improvement Needed	<u>644</u>	<u>565</u>	<u>435</u>	<u>54</u>	<u>1698</u>	<u>25%</u>
<u>PROGRAM CATEGORY</u>						
Decided	<u>1584</u>	<u>1367</u>	<u>653</u>	<u>201</u>	<u>3805</u>	<u>57%</u>
Undecided	<u>167</u>	<u>280</u>	<u>287</u>	<u>0</u>	<u>734</u>	<u>11%</u>
Non-degree	<u>756</u>	<u>781</u>	<u>490</u>	<u>140</u>	<u>2167</u>	<u>32%</u>
<u>ADVISEMENT</u>						
Faculty Advised	<u>2402</u>	<u>2213</u>	<u>1403</u>	<u>336</u>	<u>6354</u>	<u>95%</u>
Self Advised	<u>105</u>	<u>215</u>	<u>27</u>	<u>5</u>	<u>352</u>	<u>5%</u>
<u>WITHDRAWAL SINCE 100% REFUND</u>						
None	<u>2393</u>	<u>2236</u>	<u>1325</u>	<u>334</u>	<u>6288</u>	<u>94%</u>
Some	<u>114</u>	<u>192</u>	<u>105</u>	<u>7</u>	<u>418</u>	<u>6%</u>
<u>ACADEMIC STANDING*</u>						
Warning	<u>4</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>10</u>	<u>--</u>
Probation for Withdrawals	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>6</u>	<u>--</u>
Probation for GPA	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>--</u>
Extended Probation for Withdrawals	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>--</u>
Extended Probation for GPA	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>--</u>

* Academic Standing applies to transfer students.

NOTE: Open College, credit by exam, credit for life experience, and short term courses are not included in the statistics for mid-term progress. There were 833 students in this exclusion (13%).

Miami-Dade Community College
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CONTINUING STUDENTS

	<u>NC</u>	<u>SC</u>	<u>NWCC</u>	<u>MCC</u>	<u>Total</u>	<u>% of Total Number of Students</u>
Number of Students	<u>11297</u>	<u>14080</u>	<u>5562</u>	<u>2066</u>	<u>33005</u>	
<u>MIDTERM PROGRESS</u>						
Satisfactory in All Courses	<u>4186</u>	<u>6441</u>	<u>2359</u>	<u>768</u>	<u>13754</u>	<u>42%</u>
Satisfactory in Courses Reported	<u>1243</u>	<u>877</u>	<u>475</u>	<u>238</u>	<u>2834</u>	<u>9%</u>
Improvement Needed in All courses	<u>540</u>	<u>847</u>	<u>304</u>	<u>108</u>	<u>1799</u>	<u>5%</u>
Improvement Needed in Some Courses	<u>4271</u>	<u>5325</u>	<u>1934</u>	<u>440</u>	<u>11970</u>	<u>36%</u>
No Information	<u>625</u>	<u>310</u>	<u>257</u>	<u>128</u>	<u>1320</u>	<u>4%</u>
<u>ATTENDANCE</u>						
Satisfactory in All Courses	<u>5868</u>	<u>8624</u>	<u>3119</u>	<u>1041</u>	<u>18652</u>	<u>57%</u>
Improvement Needed	<u>3705</u>	<u>3966</u>	<u>1676</u>	<u>297</u>	<u>9644</u>	<u>29%</u>
<u>PROGRAM CATEGORY</u>						
Decided	<u>9314</u>	<u>10634</u>	<u>3735</u>	<u>1689</u>	<u>25372</u>	<u>77%</u>
Undecided-	<u>510</u>	<u>1605</u>	<u>848</u>	<u>10</u>	<u>2973</u>	<u>9%</u>
Non-degree	<u>1473</u>	<u>1841</u>	<u>979</u>	<u>367</u>	<u>4660</u>	<u>14%</u>
<u>ACADEMIC STANDING</u>						
Warning	<u>207</u>	<u>385</u>	<u>186</u>	<u>26</u>	<u>804</u>	<u>2%</u>
Probation for Withdrawals	<u>155</u>	<u>246</u>	<u>112</u>	<u>33</u>	<u>546</u>	<u>2%</u>
Probation for GPA	<u>100</u>	<u>138</u>	<u>54</u>	<u>15</u>	<u>307</u>	<u>1%</u>
Extended Probation for Withdrawals	<u>145</u>	<u>172</u>	<u>55</u>	<u>21</u>	<u>393</u>	<u>1%</u>
Extended Probation for GPA	<u>30</u>	<u>33</u>	<u>16</u>	<u>2</u>	<u>81</u>	<u>0%</u>
Suspension for Withdrawals	<u>144</u>	<u>156</u>	<u>69</u>	<u>12</u>	<u>381</u>	<u>1%</u>
Suspension for GPA	<u>50</u>	<u>51</u>	<u>19</u>	<u>7</u>	<u>127</u>	<u>0%</u>
Approved Appeal After Suspension	<u>85</u>	<u>76</u>	<u>54</u>	<u>18</u>	<u>233</u>	<u>1%</u>
Approved Appeal After Dismissal	<u>26</u>	<u>29</u>	<u>14</u>	<u>6</u>	<u>75</u>	<u>0%</u>

NOTE: Open College, credit by exam, credit for life experience, and short term courses are not included in the statistics for mid-term progress. There were 1,328 students (4%).

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Special Messages

ALL STUDENTS

	<u>NC</u>	<u>SC</u>	<u>NWCC</u>	<u>MCC</u>	<u>Total</u>
V.A. Students whose progress is not satisfactory	<u>69</u>	<u>45</u>	<u>16</u>	<u>8</u>	<u>138</u>
International Students taking less than 12 credits	<u>125</u>	<u>17</u>	<u>49</u>	<u>5</u>	<u>196</u>
Students whose native language is not English and progress is not satisfactory	<u>2111</u>	<u>3552</u>	<u>2144</u>	<u>240</u>	<u>8207</u>
Students who are registered for credits in excess of credit limitation under SOAP	<u>256</u>	<u>214</u>	<u>114</u>	<u>21</u>	<u>605</u>
Students who have earned 30+ credits and are still undecided about program	<u>142</u>	<u>409</u>	<u>284</u>	<u>6</u>	<u>841</u>
Students who have earned 30+ credits and are still in non-degree programs	<u>500</u>	<u>515</u>	<u>228</u>	<u>131</u>	<u>1374</u>
Students who have not shown up for any class	<u>180</u>	<u>81</u>	<u>138</u>	<u>17</u>	<u>416</u>
Credit by exam	<u>94</u>	<u>58</u>	<u>8</u>	<u>37</u>	<u>197</u>
Life experience	<u>0</u>	<u>1</u>	<u>0</u>	<u>14</u>	<u>15</u>
Open College	<u>215</u>	<u>459</u>	<u>105</u>	<u>32</u>	<u>811</u>
Community extension	<u>10</u>	<u>7</u>	<u>3</u>	<u>264</u>	<u>284</u>
Fire Science	<u>381</u>	<u>19</u>	<u>9</u>	<u>14</u>	<u>423</u>

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